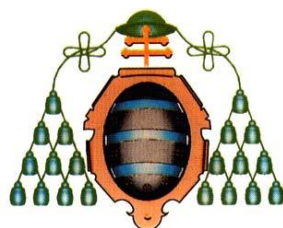


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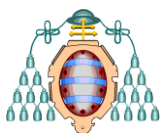
Trabajo Fin del Máster en Enseñanza Integrada de la Lengua Inglesa y Contenidos:
Educación Infantil y Primaria

USING DISNEY MOVIES IN THE CLIL FRAMEWORK: AN INNOVATIVE PROPOSAL BASED ON *FROZEN*

Pablo Arias Castro

Tutor: M^a del Rosario Neira Piñeiro

Febrero 2016

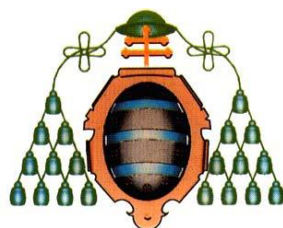


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1 INTRODUCTION

This Master Thesis is inside the framework of *Innovative proposals to use audiovisual stories in different areas in the framework of CLIL*. It is an innovative proposal based on the use of audiovisual stories in CLIL (Content and Language Integrated Learning)¹, specifically the movie *Frozen*, for achieving contents and objectives in a CLIL framework.

The reason why I have chosen this topic is that, according to Fernández (2014, p.4): “We are living in a technological world where adults and children enjoy watching and listening to audiovisual materials, it is necessary to introduce these elements into the schools as didactic resources”. I consider important to point out that, in today’s society, film has become an important media. Children’s’ films have become part of their lives and they have also turned into a way for children to approach the world.

Besides, several authors have defended the use of film in education/ the educational use of films and their possibilities as a didactic resource in /for content and language teaching

I must also mention that I am an elementary teacher with a major in teaching English as a second language and I have always been keen on animation. This is the second thesis I have done about animated stories in teaching (being the first an educational analysis of the Disney series *Phineas and Ferb* for my teaching degree)

The objectives of this master thesis are:

- To analyze the uses of films in the CLIL framework.
- To design and implement a proposal based on the use of a film in the CLIL framework in elementary education.

The hypothesis is that films are a motivating resource and, for this reason, they can be used for acquiring and developing the several competences in a CLIL framework. Children can learn and be motivated by using audiovisual stories in classroom. The second hypothesis is that animated films—and Disney films in particular- are especially suitable for teaching children in the CLIL classroom.

¹ Since this point of the work I would alternate both “CLIL” and Content Language Integrated Language for avoiding excessive repetitions.

The idea of this work is to use a movie as a framework for teaching several subjects in a CLIL framework. The subjects I have chosen are several, but mainly Sciences/Social Sciences (because it is one of the subjects that is used for bilingual schools nowadays) and English as a Second Language (due to the North American origin of the movie).

The first part of this master thesis is the bibliographical review, which explains what CLIL is and summarize the current theories about the use of audio-visuals in education (specifically in CLIL). From that review, it has been developed a theoretical framework that supports the didactic application.

That didactic application includes an innovative proposal based on the movie *Frozen* in a Content Language Integrated Learning (CLIL) classroom, which has been partially applied in a school. After the analysis of the film and the reasons for choosing it, the didactic proposal, for elementary school, is shown. The didactic proposal includes the Key competences, Objectives, Contents, Resources and Methodology, as well as the activities. Although I could only apply a few activities, there is a part of the master thesis dedicated to show and analyze the results of those activities. Finally, some conclusions about the use of films in the CLIL classroom are presented.

2 BIBLIOGRAPHICAL REVIEW

This part of the Master Thesis consists in a bibliographical review of several authors for the justification of this work. In order to provide a theoretical framework to support this didactic experience, a bibliographical review has been done, focusing on CLIL methodology and the use of audio-visual media.

2.1. WHAT IS CLIL METHODOLOGY

The CLIL Methodology is an approach in which the second language (in this case, English) is used both as a language and as a tool for learning. According to the British Council (2008), CLIL is:

Where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content.

David Marsh (2010, p.1), one of the creators of this methodology, defines CLIL as:

Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for learning and teaching of both content and language.

He also says that it is relevant to contemporary education and to teaching profession (Marsh, 2010). Marsh (2009, p.1) also points out that: "CLIL refers to any learning context in which the content and language are integrated to meet specific educational objectives".

According to Agudo (2012), CLIL is:

A new generic and/or umbrella term for bilingual education, which has been rapidly spreading through Europe since the mid-nineties. Generally, the basis of this educational approach is that certain content subjects are fundamentally taught and learn in a second language which is mainly viewed as a vehicle of instruction

According to Abella (2014): "The best way to learn a foreign language is to use it as a language to teach Mathematics, Natural Science or History of Spain".

2.1.1. ELEMENTS OF CLIL METHODOLOGY

The CLIL methodology, according to Coyle (2014) is based on the 4 Cs framework, which are: content, cognition, communication and culture.

The 4 Cs mean that the students use their cognition to learn a content through communication within a culture, and at the same time the student is learning the content, he or she is learning the language and the culture.

According to Cano (2013) there are different kinds of bilingualism (low, medium and high) and different techniques such as immersion (which can be divided in different degrees), which is the one I am going to focus on this Master Thesis.

Immersion, according to Unz and Tuchman (1997), quoted by ProQuest (2008, p. 64) consists on:

An English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning a language.

Moreover, several authors quoted that immersion has several advantages such as learning a language, communicate more effectively, and saving languages from extinction (García & Baker, 1995; Johnson & Swain, 1997)

There are different types of CLIL which according to UCLES (2009, p. 7-10), are:

Hard CLIL: a type of partial immersion when almost half the curriculum or more is taught in a non-native language.

Soft CLIL: teaching topics from the curriculum as part of a language course.

For CLIL being effective, scaffolding is needed. Scaffolding, it is considered as a “concept that has become so broad in the field of education” (Pea:2004, p.2). According to Smidt (2009, p. 87), scaffolding is: “some support to help the child achieve what is just out of reach”.

2.1.2. SITUATION IN SPAIN: ASTURIAS

At this point I am going to focus on the current situation of the CLIL methodology in Spain, which, according to Ruiz de Zarobe and Lasagabaster (2010), it depends widely of the autonomous community

According to Boletín del Principado de Asturias or BOPA (2009):

The Ministry of Education and Science has been carrying out in recent years, actions that aim to improve the training of students in the knowledge of foreign languages, in line with the recommendations of the European Commission within the program Work Education 2010. Following these objectives, anticipated age to start learning a foreign language, [...].

Bilingual Program aims to improve the language skills of schoolchildren, through the implementation and development of innovative educational projects related to language learning. For this reason, the Ministry of Education and Science of Asturias took Integrated Project Spanish and English curriculum implemented in several centers since 1996 and launched a bilingual program on a pilot basis [...]. From the year 2008-2009, the program has consolidated and expanded to other levels [...] and types of centers, currently being developed in 130 centers supported with public funds.

In Asturias, according to infoidiomas (2015), nowadays (may, 2015) there are approximately 193 bilingual schools that use English as a second language of instruction.

As reported by Fernández and Arias (2015, summary):

The presence of this kind of programs (bilingual) is getting bigger in the whole Spanish country and the number of schools assigned to those programs in the different autonomous communities, it has been getting bigger exponentially during the last year.

We may also quote that this programs help students to develop positive attitudes towards English and increase their English level. Moreover, they are good for the school's image (Lova, Bolarín & Porto, 2013).

As it is shown, bilingual programs have been developed in our country and, specifically in Asturias, which makes necessary to have a methodology and resources to develop that kind of teaching. For this reason, we can value the interest that CLIL investigations have in national contexts, as innovation and investigation in this field can have a positive effect in the improvement of CLIL teaching in the country.

2.2. AUDIOVISUALS IN CLIL

On this part of the thesis, it is necessary to make allusion to the use of audiovisuals in CLIL education. This part is divided into four subparts. The first part is going to be about audiovisual education and, later on, film in education. After that I am going to focus especially on Disney company and its educational applications and, finally, on the chosen movie itself.

2.2.1. AUDIOVISUAL MEDIA, AUDIOVISUAL LITERACY AND MEDIA LITERACY

Sierras (2002, p. 83) defines the audio-visual media as: "An amount of visual and aural techniques that support the teaching, facilitating a bigger and faster comprehension and interpretation of the ideas".

There is not clear which are the audiovisual media. According to Sierras (2002, p.86) the audiovisual media are: television, video, video camera and cassette, but according to Zúñiga (1998), they are television, radio and cinema (also including "newspapers" and "posters", which make the "mass communication media").

I must also reference audiovisual literacy, which can be defined as learning to read and write audiovisual information (Marcos, 2010, based on his definition of literacy). This literacy is also very important and must be learned (Prado, 2001; Gupta, 2005; Marcos, 2010 and Pérez & Delgado, 2012)

At this point of the Master Thesis, I consider that it is interesting to talk about two concepts that are going to be fundamental in the development of this project: media literacy and audiovisual literacy.

Media literacy (Buckingham, 2003) is a form of literacy that includes visual images, audio and written language, and media education is the process of teaching it. Media Literacy is included in Media education, which, according to Conseil Supérieur de l'Éducation aux Médias (n.d.), can be defined as “giving each youngster the ability to understand the situation in which he stands when he is the target of media-related messages”. The Conseil also says that: “It means making him able to be an active media reader, listener or viewer capable of appropriating a maximum of original information from all kind of media-related documents, and especially audiovisual document”. Also Buckingham (2003, p.4), quoted by Gutierrez and Tyner (2012, p.35) defines Media education as “the process of teaching-learning about the media” and the media literacy is “the result: the knowledge and abilities that the students acquire”

This kind of education is commented to be rising by the writer Fedorov (2008) and Pérez and Delgado (2012) who explain the necessity of teaching media education as several media elements are in digital support (such as press, films on-line, Internet), which makes media education to be linked to a development of one of the key competences: “Competencia digital” (i.e. “Digital competence” in English).

The author Silverblat (2013), says that Media Literacy must be thought in schools due to the fact that its important because it helps not only to acquire knowledge but also to complement other subjects. I must also quote Romo Zamudio (2004, p. 3), who says that:

In the Information Society the educational institutions cannot be apart from using audiovisual ICTs. Everyday more sites appear on the Internet with audio and video substance, the same with commercial than educative goals. Mass media like television and radio are converging into a digital culture fashion, that not only reduces expenses compared to its analog sister, but edges new creation, storage, reproduction and delivery boundaries. In essence the institutions do not need to do more than they are already doing: to teach, but now technology supported, that is cheaper compared with what could be deduced at first sight.

Films are part of those media and, for this reason, the audiovisual education can be considered as part of media education.

2.2.2. FILM IN EDUCATION

The use of film in education has been proposed by several authors, such as Papaioannou (2014) or Carracedo (2009), amongst others. The reason for that is that, according to Martínez-Salanova and Pérez (n.d.-b):

The youngest came into the iconic language, unconsciously, from television and media bombardment, when they are born [...] the image that moves has an extraordinary attraction for the youngest.

These authors also prove the importance of teaching film in elementary education due to the fact that film's content enters to the children's lives unconsciously. The author De la Torre (2005), quotes the films' importance in the society and Palacios marks (2008) that it is possible to teach using audio-visuals, especially films (for example, the use of science-fiction movies for teaching physics). Another authors who support the use of films and TV series in education are Gillis and Hall (2010), Richard C. Smith (2005) and Segovia (2003), who quotes the importance of using audio-visuals in English for learning that language.

Aguaded points out (2007, pp. 95-96), films can be used for teaching and learning things very diverse such as history or "values education" but also can be used as a resource itself for teaching film to our students. There are also several didactic proposals about the didactic use of films and webpages what offer this resource to the teachers, for example, the webpage *Cine y Educación* (<http://cineyeducacion.com/category/educacion-artistica/>) has proposed several didactic units based on several children's films (such as *Despicable Me*) for teaching and learning several subjects such as *Arts*.

There are several films that can be proposed, one kind of them is the animated films or cartoons. Cartoons are a great source of teaching. Cuadrado marks in his book that: "Cartoons can be one of the audio-visual products with more educational value [...] they can be an educational tool" (2008, pp.101-102). Cartoons can be seen as a source of learning through entertainment (Solaz Velázquez, 2014), as well as a great source of English learning (Alonso and Mollá, 2014) as it will be shown in the next part of the Master Thesis.

2.2.2.1. FILM IN LANGUAGE TEACHING

There are several authors who have researched the use of audiovisual realia, especially, films and TV shows in the process of teaching and learning languages, for example Segovia (2003) who quotes the importance of using audio-visuals in English for learning that language

Tomalin (1986, p.9) quoted by Seferoğlu (2008, p.1) writes the following paragraph:

Feature films, along with other authentic materials, are contextually rich sources of authentic material which can be exploited in the language classroom. Through films learners see how people communicate in real life in different conversational contexts since films "help bring the outside world into the classroom"

The author Seferoğlu (2008, p.5) quotes how movies can contribute to several learnings in the teaching of foreign languages:

A majority of students "strongly agreed" or "agreed" that watching movies in English helped them to improve their awareness about cultural issues and cross-cultural comparisons; knowledge of how language is used in different contexts; speaking skills and pronunciation; listening skills; fluency; vocabulary; understanding and the appreciation of life; understanding and the appreciation of the arts; critical and creative thinking skills.

In my opinion, cinema also present several disadvantages, such as the problem of understanding what the film is about. For that reason, teachers must take care of the language used in the film for making the understanding possible.

Seferoğlu (2008, p.2) also quotes that:

An examination of the use of feature films in language classes reveals that learning English through film viewing is a fairly new idea. Although feature films present intrinsically motivating linguistic and extra-linguistic input through a dynamic medium, some may criticize the use of feature films in the classroom because the dense, idiomatic language of the films may not provide students with much useful language that can be readily used outside the classroom.

There are problems in the use of films in teaching, including within CLIL methodology, for example, according to Sansom (2015), the time that takes to watch a movie in class.

2.2.2.2. FILM IN CLIL METHODOLOGY

In the next point of the Master Thesis I am going to focus in the application of films and audiovisual media in the process of teaching and learning within the CLIL methodology. First of all, I must mention that according to Díez, Fernández and Place (2012), the use of ICTs in CLIL is highly recommendable and as it is well known, watching films requires the use of technological resources, such as the digital whiteboard or a projector, the computer, etc.

According to Papaja (2014, p.76): “Feature films and other recorded programs which proved to be valuable material for listening comprehension, were also used by some of the CLIL teachers”. The application of films and audiovisual realia in CLIL is also defended by several researchers such as Kitao (1986), Casanave & Simmons (1995) and King (2002:509-523). I must also quote Oddone (2011, p.105), who says that:

Learning processes can benefit from the use of popular video-sharing websites, because students are familiar with them and learning does not seem to be primarily aligned with formal teaching. So what is the advantage of using videos in the language classroom? They provide instances of authentic language and can be fully exploited with the teacher's control.

There are several authors who have done proposals in which they used films in CLIL education. For example, Artusi (n.d.) proposes a CLIL proposals based on movies. Oliwa (2014) presents a didactic unit for using films in a CLIL classroom for learning film-related vocabulary. Another examples can be found in Martínez-Salanova and Pérez (n.d.-b), Pérez (2010), González (2013), and Garcia Amilburu (2010), who use films to acquire several contents.

In this Master Thesis, the main idea is that the film can be used as a motivating scaffolding for teaching and learning contents of several subjects in a CLIL classroom. The reason for that is also that CLIL benefits both motivational and language competence (Lasagabaster, 2010). Also quote UK Film Council who says: “Film is increasingly being recognized by teachers as a valuable tool that can be used to re-engage young people with the curriculum and increase their overall motivation for learning” (2010, p.2). Segovia (2003) mentions the incidence of audiovisual realia in nowadays society and Ryan (1998) points out the importance of films as a motivational approach with an application. This brings us to the conclusion that the audiovisual realia is important in today's society and it is a motivational approach. Therefore, it can be used in classrooms.

Film can be also providing the students with knowledge of cultural aspects of CLIL teaching. According to Costa film is: “an element of intercultural education which make it have a value as an instrument of teaching and learning Second languages” (2006, p.98).

I must also mention that after revising the literature about film and CLIL methodology I consider that the best use of a film in CLIL is projecting fragments of the movie previously chosen. Regarding the use or not use of subtitles, it will depend on the age of the students.

After all this bibliographical review I have come to the conclusion that using film in education, and specifically in CLIL methodology, is not only important but also necessary, because films are a motivational resource that allows the children to learn English within a context. Besides that, there are only a few proposals, researches and didactic experiences about the use of film in CLIL. This means that more research is needed in this filed and more educational projects based on films must be developed by teachers.

Besides, cinema also allows students to learn cultural topics. From that information I have come up with a simple conclusion which is that, if film (either animated or live action) can be used for teaching English and teaching content and, CLIL is the methodology that combines English and content. Films can be used as a way for developing the CLIL methodology.

For using film in CLIL I have decided to follow the schema proposed by several authors such as Martínez-Salanova and Pérez (n.d.-a). Which recommends activities for before the movie, during the movie and after the movie.

Starting from this conclusion, the next point of the Master Thesis is going to be a bibliographical review of a more specific point of the topic: Disney movies and its didactic application.

2.2.3. DISNEY AND EDUCATION

At this point of the project, the idea is focusing on the Disney Company itself and the didactic application of its productions. Disney is a big company that has been producing animated productions since the 1920s. According to author De Andrés (2000, p.51):

To children, from the first Disney movies, they receive the magic of image, the fascination for music, the surprises game and the approximation, sometimes confusing, to the mystery of the feelings they express and that are part of a world what they don't understand clearly yet but it is attracting to them.

After years of watching Disney films, and after two years analyzing them, I have come to a conclusion: Disney films, especially the ones since the 90s which are called *Disney Renaissance*, have specific characteristics, with a few exceptions. Many Disney animated films (when not associated with Pixar) are cinematic adaptations of classical tales, which are sometimes far away from the original.

The main inspiration from this films are either classical adult books (*The Hunchback of Notre Dame*, 1996 or *Tarzan*, 1999), fairy tales (*Cinderella*, 1950; *Beauty and the Beast*, 1991 or *Tangled*, based on *Rapunzel*, 2010), children's and young adult literature (*The Rescuers*, 1977; *Oliver and Company*, 1988; *The Little Mermaid*, 1989, being the first two examples of not romance stories at all), ancient tales (*Aladdin*, 1992 or *Mulan*, 1998), or mythological stories (*Hercules*, 1996).

They generally feature musical numbers including, mostly all of them, an "I want song" (i.e. *Part of Your World* in *The Little Mermaid*; *Out There* in *The Hunchback of Notre Dame*); a "villain song" (i.e. *Be Prepared* in *The Lion King*; *Mother knows besting Tangled*); a "love song" (i.e. *Can You Feel the Love Tonight* in *The Lion King*; *A Whole New World* in *Aladdin*) and, generally a "fun show-tune song" (i.e. *One Last Hope* in *Hercules*; *Friend Like Me* in *Aladdin*) generally sung by the comic relief of the movie.

Disney films have caused a lot of controversies through the years, as positive and negative aspects have been shown in both in favor and against these movies.

The main negative critics that they have received are historical inaccuracy, critics to subliminal messages and the impoverishment of the original stories.

First of all, I am going to focus on the authors who criticize the subliminal messages which are most of the ones who say negative aspects. For example, Listverse (2012) mentions that Disney Films teach negative things such as historical inaccuracy or that ugliness is immoral and several authors criticize their subliminal messages, some of them not so truth (Bannon: 1995). They are also criticized for their bad influence on girls because they make them "want to be princess" (Orenstein: 2006). Finally, some authors criticize the fact that it impoverishes the original stories Lluch (2007) criticizes that the films have "killed" the original fairy tale stories, this is also mentioned by Ramallo (n.d.).

Now my idea is focusing on the positive aspects. One of the main ones is that these movies have great diffusion and success in children public. The interest that this films generate on these children. This is the reason why they can be considered as a motivational resource. Smoodin (2013) advocates Disney factory and its film *Fantasia* (1940). According to Piernas (n.d.) Disney films also have some morals that can be learned.

Besides, from my own point of view and knowledge, I must say that it is true that there is no accuracy between the original books the movies are based on and the films themselves but this does not have to be a negative thing: as it is an adaptation, a new work, the authors are free to recreate and do a reinterpretation the book they adapt.

Focusing on the authors who argue that these films are “sexist” or “racist”, I must also mention that, as a follower of the Disney productions, this values have changed through the years. At the time in which those films were done, it was considered normal to be racist. Therefore, saying that Disney films are racist is like saying that western movies are politically incorrect because they mistreat Indians.

Frozen has some “Disney film” aspects but it is different. From my point of view, it must also be added that it is true that the film *Frozen* also has musical numbers, according to iTunes (2013), a total of 10 (counting the end credits version of *Let It Go*). And it is also true that it has the villain song (which is also the love song: *Love is an Open Door*), the comic-relief song (*In Summer*) and several other Disney cliques, but it is interesting to remark the fact that, recently, the idea of woman finding her partner has decreased.

This is also seen in the films *Brave* (Disney-Pixar, 2012) and *Wreck-It Ralph* (Disney, 2012), the first one is a co-production with Pixar, and the second one doesn't even feature a romance story at all.

The interesting thing of this movie is that the *love song* and the *villain* are the same (*Love is an Open Door*) and the “I want” song is sung by two characters (*For the First Time in Forever*).

The movie *Frozen* has the love story between two of the characters but, for example, one of the main characters of the movie, Queen Elsa (voiced by Idina Menzel) it is represented as a strong woman who doesn't need a partner, in fact she ends the movie without a partner, and, revealing that the true love is fraternal and more important than any other, which is a tendency that is new in the films.

Examples of this are also *Big Hero 6* (2014), *Maleficent* (2014) and *Inside Out* (2015) [which is a coproduction with Pixar]. In fact, according to McFarland (2013):

Frozen does for sisterly relationships what *Brave* should have done for mothers and daughters—and the frigid distance and lopsided maturity helps the sibling bond feel more like a maternal one. Rebuking the simplistic romantic tropes of its fairy-tale predecessors, *Frozen* isn't quite as accomplished as *The Princess and The Frog*, *Wreck-It Ralph*, or *Tangled*. But in its simple pleasures, it's every bit as enjoyable as *Winnie the Pooh*, with a strong and valuable moral undercurrent to boot. Most importantly, this is a long-needed step in the right direction to a more varied depiction of female characters in Disney's canon.

The conclusion I have reached after reading this paragraph is that Disney movies are nowadays taking a new role and we must pay attention to it, forget the old clichés we had in mind and approach this new style of stories, which can be very useful in our classrooms as both an element of motivation and as an element of teaching-learning.

After developing this analysis, I have come to a conclusion: we must change our negative opinion about Disney films. The new ones come with more energy, didacticism and educational proposal.

The effect of *Frozen* in the society, in a world based on media education, is a good help for the teacher. This movie has not only reached, according to Box Office Mojo (2015) a total of \$400,738,009 (353,104,246 euros²), but also it has turned into a global and cultural phenomenon. Also mention that when it was featured on TV on December 12th, 2015, it reached 20.8% of share, which means 3.6 million viewers (López: 2015, Verteles: 2015). For this reason, I have come to the following part of the Master Thesis, which is a didactic proposal focused on the movie.

² Change made by myself using a calculator

3 FROZEN IN THE BILINGUAL CLASSROOM: AN INTEGRATIVE PROPOSAL OF FILM AND CLIL

The next part of the Master Thesis is a didactic proposal based on the film *Frozen*. The proposal is composed of several activities based on the watching of scenes of the film in the classroom. Some of the activities were done by me in the school where I was doing my internship the last year 2015, but I was not able to develop the whole proposal. The proposal is thought to be used, mainly, in the subjects of Natural Sciences, Social Sciences, Arts, Religion and English in 6th grade of elementary.

3.1. JUSTIFICATION

The reasons why I have chosen the movie *Frozen* are various. First of all, I think it is an adequate movie for the children, and it is an appropriate resource for testing the educational possibilities of films in CLIL. Talking about the film itself, this movie is a cinematic work of art, it is recent (2013) and has had an impact in children, which makes it a motivational resource for the students.

It is also important to remark that my purpose is to show how a movie can be used as a motivational element and as an educational resource for the introduction of new content in different curricular areas. In this case the film is used as an element to develop and join together several activities from several subjects. I also present some examples of activities. With them I will try to prove if this kind of proposal is possible.

3.2. HOW IT IS STRUCTURED

This proposal is showed the following way: first of all, I will present the Key Competences, then the objectives, after that the contents, followed by the resources and finally the activities, then an explanation of the activities, and, finally, the evaluation criteria. On the activities, first of all it is the title of the activity, then the subject that it is for, later the key competences developed with it, and in fourth place the objectives, and its relation with the general objectives of the subject and the grade.

The idea is to use a film as a core element of the lesson plan, which must be inside the teacher program (Smith: 2005). A Teacher Program is defined by the webpage *Portafolio de Profes* (2011) as: “A strategically planned series of actions to improve educational practice through significant contributions to the process of educational services based on the recognition of skills, aptitudes, interests and learning styles of students”, which means that it is the planning of several elements for improving the classes.

At this point I have considered important the legal part of this thesis due to the fact that we are going to reproduce a cultural project in a public room for teaching. This is actually legal, in fact General Society of Authors of Spain (SGAE) allows the reproduction of videos for teaching purposes. Article 32 (part 2)³ of the Copyright Act¹¹ states:

Teachers of regular education do not need authorization from the authors to carry out acts of reproduction, distribution and public communication of small fragments of works or isolated works of a visual nature, excluding textbooks and university textbooks, when such acts are solely to illustrate their educational activities in the classroom, to the extent justified by the non-commercial purpose, provided that the works have already been disclosed and, except in cases where it is impossible, the author's name and source have been included.

3.3. CONTEXT

This didactic proposal is thought to be implemented in the school Virgen Mediadora (aka. Dominicas) in Gijón. It is a line 2 school, which has been having a bilingual program since 2009. The school has it from 1st year of kindergarten until the 2nd year of secondary school, which means that the whole elementary courses are covered with the program. The number of students per class varies from 20 to 28 students in function of the class. I must also mention that mostly every class has a digital whiteboard and a computer.

It is a catholic school placed in the outskirts of Gijón, Asturias, Spain. Most students tend to be middle-upper class.

This didactic proposal is thought for been carried out in 6th grade. The idea is to have different activities graded from easiest to most difficult to help with diversity.

³ Name of the Spanish Law: Real Decreto Legislativo 1/1996, de 12 de abril, por el que se aprueba el texto refundido de la Ley de Propiedad Intelectual, regularizando, aclarando y armonizando las disposiciones legales vigentes sobre la materia

This school is already using audiovisual realia in the classroom. In fact, during my internship, the teacher of 6th grade was developing a project based on *National Treasure* (Nicolas Cage's film). My tutor told me that it was a proposal developed during several years of elementary school, but generally movies are used in the English subject, and not in the subjects of the bilingual program (i.e. Sciences or Social Sciences).

3.4. THE MOVIE: SYNOPSIS, IMPORTANCE, CRITICS AND EDUCATIONAL VALUE

The film *Frozen* (2013) is vaguely based on Andersen's tale *The Snow Queen* and, can be summarized this way:

The film tells the story of a queen named Elsa (Idina Menzel mainly, but in her childhood the character was voiced by other actresses), who has powers of freezing things up.

Her sister, Anna (voiced in her adult years by Kristen Bell) wants her to build her a snowman, but, while playing, Elsa hurts Anna and their parents close her into the castle and erase Anna's memories with the help of the forest trolls, leaded by Pabbie (Ciaran Hinds) while his daughter, Bulda (Maia Wilson), finds a little boy and decides to adopt him. The years pass and the kings die, so it is time for Elsa to be crowned the queen of Arendelle. In the ceremonial day, Anna meets a kind man named Hans (Santino Fontana) who instantly falls in love with her and vice versa (on that looks like). While the coronation, Elsa, in rage attack launches her powers and it's accused to be a witch, so she runs away of the castle and shelters herself into an Ice castle she makes.

Anna runs in her search and finds a gentile mountain man named Kristoff (Jonathan Groff) and his pet reindeer, Sven (voiced by an uncredited Frank Welker). They join her for stopping the ice age that has been caused, because the mountain man is an ice harvester and he is seen his business in danger.

On their way, the team finds Olaf (Josh Gad) a happy and kind snowman who has never seen summer and wants to experience it. The team manages to arrive to the castle but Elsa doesn't want to return, so in rage she freezes Anna. Kristoff takes Anna to the Trolls (his adoptive parents) and they tell him that only true love gesture can unfreeze Anna, so Olaf takes her to Arendelle so she can be with Hans. The problem is that she is not really in love with her. At the end, Kristoff and Sven appear with Elsa and her love gesture makes Anna wake up from her freezing.

The next point to focus about is the movie itself. I had not found much information about its didactic possibilities, but as a cinematic work of art, it has received several positive reviews.

The webpage Rotten Tomatoes (2015) defines the movie as: “Beautifully animated, smartly written, and stocked with sing along songs it also says that Frozen adds another worthy entry to the Disney canon”. According to Collin (2015): “Disney's 53rd animated feature is an enchanting combination of fairy-tale derring-do and heart-popping musical numbers, on the other hand. It must also be mentioned that this movie, according to Mysofa (2015), is “the most seen animated movie”, and the film critic Scott Foundas (2013) mentions that:

This movie has a full-fledged show tune score and little of the ironic humor that has become the lingua franca of most contemporary toons. But this always enjoyable tale of mysterious magic, imperiled princesses and square-jawed men of action proves longer on striking visuals than on truly engaging or memorable characters. With the family crowd pretty much to itself this holiday season.

Besides having a few defects, the movie is recommended by the page of common sense media (<https://www.common sense media.org/movie-reviews/frozen-0>) and described as the animated Disney mega hit by Herbert (2015). The movie has had a great impact in the social life, for example, according to Zamora (2015), the birth of girls named Elsa has risen in 2014 thanks to the movie. I must add that there are hundreds of merchandising products generated by the movie, from water bottles to Apps, which are easily sold.

In my personal opinion, this movie can be applied in the classroom with an educational purpose due to the fact that, as I mentioned before, it has a motivating component and it has become one of the most influential children's films in the last few years.

It must also be mentioned that the film includes several values (friendship, love, inner beauty, collaboration, perseverance, determination, effort, freedom, fight, overcoming, taking decisions and courage) and can be used as a resource in primary education (González & Pereira, 2015). In fact, González and Pereira propose a didactic unit based on the view of the film.

According to Padilla (2014), the film can be used in education for developing several values which are: empowerment, "love" (family and dismantle clichés), new masculinities (Anna has "stronger personality" than Kristoff), demystifying femininity (Anna is shown a princess naturally, with desire for adventure, without falling into stereotypes), different families, an act of true love, dreaming (the snowman Olaf teaches us to dream), the fact that happiness is achieved without being in a relationship or married, diversity is a value and isolation (Teachers work this with examples and images for teaching management of emotions and learning to empathize).

In this movie, the language used is not very difficult. We can also add the fact that the movie mixes both dialogue and songs. This can make it easier to understand (the general idea). I must also mention that it is very possible that the children have seen the film in Spanish, and that there are elements that can be used as a scaffolding such as the images. Previously to the movie, the teacher will also provide some vocabulary to the children.

Another reason for developing this approach is the cultural aspect, due to the fact that this film not only allows the students to make an approach to American English, but also the cultural aspects of films in English learning through a Disney film, which is considered a cultural aspect.

Besides what I have already mentioned, the film is also appropriate to present non-linguistic contents such as geography and arts, as it will be exposed in other points of the work.

3.5. PROPOSAL

This part includes the didactic proposal I have designed for the Master Thesis. It includes the key competences, the objectives, the contents, resources and methodology. By the end of the didactic proposal, the activities I designed can be found.

3.5.1. KEY COMPETENCES

- Linguistic competence: Using English
- Mathematic and basic sciences and technology competences: The students learn about the climates of Europe
- Digital Competence: using the projector and video edition programs
- Learn to Learn: the students learn by themselves

- Sense of initiative and entrepreneur spirit: the students work by themselves.
- Conscience and cultural expressions: The film as a cultural aspect of daily lives and cinematic culture).

3.5.2. OBJECTIVES

SOCIAL SCIENCES

- To know the different climates of Europe

ARTS

- To make a sculpture made up of clay
- To know and identify different music styles
- To become aware of the importance of film in daily lives (includes education).
- Be able to understand films as a cultural medium and to understand the cultural part of the film.

ENGLISH AS A SECOND LANGUAGE

- To understand the meaning of sequences of a children's film in English
- To use a program of video-edition in English

RELIGION

- To aware that both boys and girls are capable of knowing and doing the same.

3.5.3. CONTENTS

SOCIAL SCIENCES

- The climates of Europe.

ARTS

- Music Styles
- Clay modelling
- Filmic culture

ENGLISH AS A SECOND LANGUAGE

- Vocabulary

RELIGION

- Equality

3.5.4. RESOURCES

- The film itself
- The Digital Whiteboard or a projector
- Computer and a video edition program such as Corel VideoStudio.
- Art materials (clay, cardboard et al.)
- Pencils/pens
- scissors

3.5.6. METHODOLOGY

The idea is to combine both CLIL methodology (integrate English and content) and, also, an active participative methodology in which the students are part of their own learning. This proposal will be based on an active learning centered the students participating and developing their own learning.

Some activities are prepared so they can be done through the whole elementary courses, but I will focus it on 6th grade of elementary. All the activities are explained in the table no. 1.

The main idea is to use the movie as a scaffolding. This will help the students to develop their own learning, creating a significant learning. The main resource will be a film the children are interested in such as a film that they all know and probably have seen, even the children who are now in 6th grade and who consider themselves to be “grown-ups”. They will like it because of the fact that they watched the film with 8-9 years old and will remember it.

In CLIL methodology, “Children learn in different ways according to their personal learning styles. These may differ, even a great deal, from person to person” (Marsh, n.d.). My purpose is to find a methodology that suits up the majority of students. There are several CLIL principles (Meyer, 2010), but I decided to use some of them proposed by Meyer (2010): the rich input, scaffolding, rich interaction and pushed output.

The main idea of this methodology is to develop a H.O.T. (High Order Thinking) (Meyer, 2010), which consists on provide an input that is meaningful and motivating for the students and with the help of the scaffolding develop an output that involves communication and passing from BICS (Basic Interpersonal Communication Skills) to CALP (Complex Academic Language Proficiency).

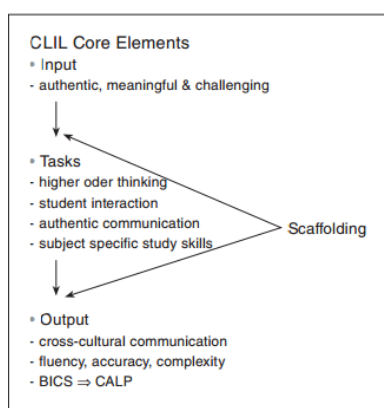


Figure 1: CLIL Core elements according to Meyer, 2010 (p.20)

In matters of language I must add that code-switching will be used in this methodology. Code-switching, according to Heller (1988), quoted by Molinsky (2007, p.623): “entails bilingual speakers alternating between languages in interaction with other bilinguals”. It consists on alternate both the mother tongue (in this case Spanish) and the foreign language (in this case English). For choosing the contents that my students must learn and if they are developing a correct evolution from L.O.T.S. (Low Order Thinking Skills) to H.O.T.S. (High Order Thinking Skills) I have inspired myself in the Bloom’s Taxonomy (Anderson & Krathwohl: 2001) for the cognitive aspects.

3.5.6.1. TIMING

The timing can vary in function of the group's rhythm). The main idea is to stay one month with the film working only two days per week due to the reason that it is the length the projects have in the school where I have decided to develop it. The project is thought to last one month approximately and each activity will last for one session of class (one hour).

3.5.6.2. PRESENTATION OF THE MOVIE IN THE CLASSROOM

The film won't be fully presented, only a part of it will be projected in class. The reasons for that decision are varied. First of all, mostly all children know the movie and if not the teacher will provide a short summary. I must also add that the fragments that are going to be shown in class can be understood without knowing the movie if a previous context is provided.

The fragments will be presented in English with Spanish subtitles. The reason for choosing that option is that, from the experience I have taken showing videos in class, I have learned that the students (even 6th graders) find it difficult to grasp a film in English without subtitles. The subtitles will be mainly in Spanish for them to be easy and not distract the students from the main idea of the activity.


Another option I have thought about is to put the scene first in English with subtitles in Spanish and then, in English with no subtitles at all, for the students to pay more attention to pronunciation.

The criteria for choosing the fragments that are going to be presented will be the following:

- Relationship with the activity: If the scene is directly related with the activity, that scene will be presented
- Linguistic complexity or difficulty of understanding: If two/several scenes are equally useful, the one that will be picked up would be the one that is easier to understand for the students

The fragments used are:

No	Starts	Ends	Description	Picture
1	00h 6 min 43 s.	00 h 7 min 06 s	The king and the queens go to see the trolls after Anna's head gets frozen, and the troll says the sentence "heart can't be changed, the head can be persuaded"	
2	00h 1 min 46 s.	00h 3 min 20 s.	The ice harvesters are singing while they cut the ice for carrying it to town	
3	Several parts of the movie (they can be searched via YouTube)		Musical Numbers	 
4	00h 47 min. 38 s	00h 49 min 19 s.	Olaf singing about summer	
5	00h 31 min 17 s	00h 34 min 46 s.	Elsa singing "Let it Go"	

6	00h 41 min 20 s	00h 41 min 40 s	Kristoff is asking questions Anna to check if she really knows the man she is going to marry with	
<i>Table No. 1 List of activities</i>				

3.5.6.3. ACTIVITIES

These are the activities of the didactic proposal. They are all done with the CLIL methodology (as it was mentioned before, combining both language and content with an approach based on the 4 Cs). On the table there is a summary of the activities, which will be further explained on the next point of the Master Thesis.

TIMMING	MOMENT	ACTIVITIES	SUBJECT/S	4Cs
Activity 1 (30 min.)	Prior to the film	Show them scenes from the movie (pictures) ask them if they have seen and if they liked it. They will also be given a text with the synopsis and filmic vocabulary, to be read aloud.	English	Content: The film
				Cognition: The students must process the information
				Communication: Through the speaking and filmic vocabulary
				Culture: filmic and literary culture, which book the movie is based on.
Activity 2 (20 min)	During the film	Scene of <i>Frozen Heart</i> for learning climates	Social Studies	Content: The climates of Europe
				Cognition: Students must think about the differences of what they have seen on the scene and what do they know
				Communication: The students must express their conclusions
				Culture: The culture of the Northern countries

Activity 3 (1 hour)		Relate the different musical styles seen in the film (<i>In Summer</i> or pop ballad in <i>Love is an open door</i>)	Music	Content: Music Styles.
				Cognition: The students must make a relation and identify the music styles
				Communication: The students express in English the relationship between the styles and the songs. Vocabulary about music styles
				Culture: The different music styles
Activity 4 (1 hour)		Olaf made up of molding clay	Arts English	Content: Art made up of clay
				Cognition: The students must create the clay figure following the steps
				Communication: The instructions are expressed in English
				Culture: Christmas
Activity 5 (8 hours)	After the film	Use the film and the subtitle fragments.	Science English	Content: To use a program of video-edition
				Cognition: The students create their own video
				Communication: The students do the video in English
				Culture: The musical culture
Activity 6 (1 hour)		Using scene No.6. Relation with the praying about love.	Religion	Content: Jesus' taught us
				Cognition: The students must express their opinion in English
				Communication: The students express in English

				Culture: The biblical times
Activity 7 (1 hours)		Think and talk in groups about the sentence in scene 1	Religion	Content: The importance of true love
				Cognition: The students must reflect on that sentence
				Communication: the students must talk about it in small groups and then loud
				Culture: Filmic culture
Activity 8 (2 hours)		Debate about equality, trust in the others and been yourself	Religion	Content: The debate; equality
				Cognition: The students must process the information, argue their opinion, search information about their position and defend it
				Communication: Through the speaking. Students must express their opinions and points of view.
				Culture: The film gives them filmic culture. The students also learn to respect opinions, they acquire a good behavior, do not interrupt etc.
Activity 9 (4 hours)		Act-out a fragment of the movie	English	Content: English
				Cognition: The students process information to develop the play
				Communication: The students express on the play
				Culture: Theatre styles
	Consolidation	Talk about the movie, and give	English	Content: Filmic concepts

Activity 10 (1 hour)		their opinion. The teacher can introduce several technical concepts.		Cognition: The students must elaborate the discourse before they speak
				Communication: the students express in English. The activity also includes film vocabulary
				Culture: Filmic culture
<i>Table No. 2 Activities</i>				

ACTIVITY 1

MAIN SUBJECT: English

OBJECTIVES:

- To be able to talk about a movie
- To acquire vocabulary

CONTENT: The film itself, English vocabulary

RESOURCES: The digital whiteboard (or a projector) with the pictures from the film.

THE 4CS:

- Content: The films/ the cinema
- Cognition: The students must process the information
- Communication: Through the speaking
- Culture: The teacher will explain more information about the film itself such as the fact that it is based on the Andersen short story *the snow queen*, who voices the characters or that it is the 53rd Disney Classic

DEVELOPMENT

As it is the first activity, it is used to present the didactic proposal and presenting the movie to the children. This activity will consist on showing the students some scenes from the movie (pictures of the main characters) ask them If they have seen and if they liked it, and developing a speaking activity very basic using the teacher's instructions as a guide.

The images will be posted on the whiteboard and the children will be asked if they know who the characters are. After that, the teacher will provide some scaffolding with some words that can be useful to talk about the movie. This includes film vocabulary and also vocabulary from the movie (ice harvester, snowman, frozen...). Also a short reading about the movie's synopsis and its relation with the original book will be given to the students to read aloud and have some kind of scaffolding.

ACTIVITY 2

MAIN SUBJECT: Social Sciences

OBJECTIVE: To know the different climates of Europe

CONTENT: English vocabulary, the climates in Europe

RESOURCES: The digital whiteboard (or a projector), the fragment of the film (fragment No. 1), pictures representing the climates, a map of Europe.

THE 4CS:

- Content: The climates of Europe
- Cognition: Students must think about the differences of what they have seen on the scene and what do they know
- Communication: The students must express their conclusions
- Culture: The culture of the Northern countries

DEVELOPMENT

The activity will take an hour of class. The main idea will be introducing the climates in Europe and explaining the different ones that exist, using a schema on the blackboard. After checking that everything is understood, the teacher will project the scene of the movie (scene No. 2), with the song *Frozen Heart* performed by *Frozen Cast*. After watching it, the students would do a brainstorming in order to explain which climate they think the movie represents and why (the climates would have been already explained). The answer is oceanic climate because it has low temperatures, it snows, and has four clear seasons.

ACTIVITY 3

MAIN SUBJECT: Arts (Music)

OBJECTIVES:

- To compare several music styles.
- To know music styles.
- To express in English

CONTENT: English vocabulary, Music styles.

RESOURCES: The digital whiteboard (or a projector) and the fragment of the film (fragment No 3)

THE 4CS:

- Content: Music Styles
- Cognition: The students must make a relation and identify the music styles
- Communication: The students express in English the relationship between the styles and the songs, vocabulary about music styles.
- Culture: The different music styles, music as a cultural expression.

DEVELOPMENT

The teacher will show the students fragments from the film (the several songs, for example, *In Summer* is Jazz style and *Love is an Open Door* is a ballad) which include songs and it will use that as a way to explain different music styles that exist in the world. The main idea is to get the students to know the music styles and the variety of them that exist.

Before the activities, I will present some expressions to talk about music and the name of the styles. All the vocabulary and structures will be included before the activities, and a list of musical styles and their description will be presented on the blackboard for the students to read before they do the activity. The activity will be done in pairs.

ACTIVITY 4

MAIN SUBJECT: Arts

OBJECTIVE: To create a model of clay following instructions

CONTENTS:

- English vocabulary.
- Clay modeling

RESOURCES: clay, cardboard, Olaf picture, crayons.

THE 4CS:

- Content: Art made up of clay
- Cognition: The students must create the clay figure following the steps
- Communication: The instructions are expressed in English
- Culture: Christmas

DEVELOPMENT

The teacher will start with doing a brainstorming for explaining the vocabulary that the students are going to need for the activity. After that, the teacher will explain to the class that they are going to do an Olaf made up of clay following certain instructions. This activity will last for one hour.



Figure No. 3: Olaf made of clay done by the students

ACTIVITY 5

MAIN SUBJECT: English

OBJECTIVES:

- To learn to use a subtitle program
- To foster creativity and written expression,

CONTENT: English vocabulary, the one required by the unit

RESOURCES: video-edition program (such as *Corel Videostudio*), computer, the fragment (No. 5) in a format that is compatible (such as .mp4)

THE 4CS:

- Content: To use a program of video-edition
- Cognition: The students create their own video
- Communication: The students do the video in English
- Culture: The musical and filmic culture

DEVELOPMENT

The students will be asked to do an activity to improve their creativity. They will be given a fragment of the movie (a musical fragment preferably) and will be asked to subtitle it using content of the unit, changing the song's words by others learnt in the unit. This activity will be used as a consolidation activity of the unit itself and as a way to help the students to develop their creativity.

This activity will last for 10 hours due to its complexity. First of all, I will start explaining the program and how it is used (1 hour). Then, another hour will be used for explaining what to do, then the scene will be given to the kids and then they will have 7 hours for developing their own text and use the subtitling program. In the last hour of the activity, the videos will be exposed.

ACTIVITY 6

MAIN SUBJECT: Religion

OBJECTIVE: To understand the importance of true love

CONTENT: English vocabulary

RESOURCES: The digital whiteboard (or a projector) with the fragment of the film (fragment No 1)

THE 4CS:

- Content: The importance of true love
- Cognition: The students must reflect on that sentence
- Communication: the students must talk about it in small groups and then loud
- Culture: Filmic culture

DEVELOPMENT

The teacher will introduce to the students a fragment from the film in which the troll says: "Heart can't be changed. mind can", then he will ask the students to put together into small groups of four and then, think about it (the groups will have a speaker, who will say things aloud when needed, a moderator, who will keep the group calm, a writer, who will take notes and a leader, who will be in charge of the group not shouting. After the students have hold a discussion for about 10-15 minutes, the speaker will say aloud the group's opinion and the teacher will give a conclusion.

ACTIVITY 7

MAIN SUBJECT: Religion

OBJECTIVE: To express their opinion in English

CONTENTS:

- English vocabulary
- Religion

RESOURCES: the movie

THE 4CS:

- Content: The debate; equality.
- Cognition: The students must process the information, argue their opinion, search information about their posture and defend it.
- Communication: Through the speaking. Students must express their opinions and points of view.
- Culture: The film gives them filmic culture. Also the activity allows working respect opinions, behavior, do not interrupt etc.

DEVELOPMENT

First of all, the students watch the scene No. 6 in which the meaning of “trust” and its relationship with love are explained. The main idea is to hold a brainstorming in which that information is related with what Jesus taught about “love each other the way I loved you” and which is the real meaning of love.

In the scene Kristoff is asking questions Anna and for making her understand that love is more than just attractive and physical appearances. After showing the scene we can make the students do a brain storming about which are their thoughts and then, give them conclusions.

ACTIVITY 8

MAIN SUBJECT: Religion

OBJECTIVE: To participate in a debate and to develop critical thinking

CONTENT: Equality and respect

RESOURCES: the movie

THE 4CS:

- Content: The debate; equality
- Cognition: The students must process the information, argue their opinion, search information about their posture and defend it
- Communication: Through the speaking. Students must express their opinions and points of view.
- Culture: The film gives them filmic culture. Also the activity allows working respect opinions, behavior, do not interrupt etc.

DEVELOPMENT

Debate about equality, trust in the others and be yourself. The main idea would be to set up a question: if the students think that everybody is equal or not. Later on the students will be divided into two groups, the ones who think that we should be equal and others who think that we should not, and ask them to look for information about the topic. After that, the next day, the students will hold up a debate.

One of the students or the teacher will be the moderator and will be in charge of everybody to do the things correctly and speak at his due time.

At the end of the debate the idea will be to make the students reach a conclusion.

The activity will be started proposing situations in which the students will be given situational clichés in which men and woman have been attached to (home roles, different salary, what a man can and cannot do and what woman can and cannot do).

ACTIVITY 9

MAIN SUBJECT: English

OBJECTIVE: To re-enact a scene of a movie

CONTENT: English vocabulary

RESOURCES: the movie

THE 4CS:

- Content: English
- Cognition: The students must act by themselves
- Communication: Through the speaking and through nonverbal language (move, make gestures etc.)
- Culture: theatre and film?

DEVELOPMENT

A scene of the movie will be picked up (musical numbers, the scene in which the king and the queen go to see the trolls etc.). The main idea is it to be picked up by the students but if that is not possible the teacher will do it. Later on, in groups of four or five the students will have to prepare the representation and after a week of preparation, to represent the play in classroom in front of their young partners (the youngest of the school)

For doing the activity, the children will be given the script prepared and will have several hours to rehearse. The students will perform with the script in front of them but acting out the scene. The rehearsals will be done some of them in class hours, and then will be given time to rehearse at home.

ACTIVITY 10

MAIN SUBJECT: English

OBJECTIVE: To talk about a movie in a colloquium

CONTENT: English vocabulary

RESOURCES: the movie

THE 4CS:

- Content: Filmic concepts
- Cognition: The students must elaborate the discourse before they speak
- Communication: the students express in English and learn film vocabulary
- Culture: Filmic culture

DEVELOPMENT

For this activity I have based on the colloquiums, as it is proposed by Ambrós and Breu (2011) and Martínez-Salanova and Pérez (n.d.-a). The idea is developing a film forum with the students. Children will seat on the floor and they will talk in order about the movie, their opinion about it and if they liked it or not. Then they will have to express which aspects of the movie did they prefer and which ones they didn't like it at all and also ask them to give reasons why. We could also use this activity to teach the students different film-related concepts.

Children may not remember the whole movie and we do not have time to see it as a whole in class. The main idea will be working with the scenes that we have seen and comment the students' opinion).

The structure of the activity will be:

1. Explain the children what is going to be done.
2. Present the vocabulary of film in a paper with pictures (camera, drawing, soundtrack, CGI etc.).
3. Present the students a guide of questions for them to answer in groups of four:
4. Did you like what you have seen of the movie?
5. Things you liked the most/the worst
6. Opinion about the soundtrack

7. Favorite character and why

3.5.7. STUDENTS' EVALUATION

The evaluation is planned to be a processual evaluation in which several points are counted for the assessment.

The evaluation of this project will have several parts. The main element of students' evaluation will be their effort and content acquisition, prioritizing the first one over the second one. The 40% would be behavior and effort, 30% will be English content acquisition and the other 30% content acquisition.

The English language acquisition will also be important but it is significant to remark that this is not an English project but a CLIL project, so the students would not be required to have a perfect English level to pass the project. Anyway they will still be asked to try to perform a good English discourse.

Evaluation criteria

English as a second language (6th grade)

- To associate texts with images using proper English.
- To understand sentences and words with different accents.
- To expose and argue their opinion
- To write texts adequate to their level.
- To listen and value critically the opinions of other people, showing an attitude of respect towards people, without caring the age, sex, race, opinion, cultural formation and believes.
- To use a subtitling program in English.

Arts (6th grade)

- To take care of materials and used spaces
- To collaborate with a team of partners in jobs asked, respecting opinions, advices and simple distribution of tasks.
- To develop easy pieces of art using observed elements and developing originality.
- To manipulate materials to develop simple creations in 3D, following given steps.

Social Sciences (6th grade)

- To search, select and organize specific and relevant information, analyze it, obtaining conclusions and making reflections about the process followed for communicate it orally or in written form.
- To collect, select and organize information relating to social sciences through the use of information and communications technology.
- To present orally in a clear and orderly manner, content related to the subject, which express comprehension of oral and/or written texts.
- To participate in discussions to contrast the previous ideas with the results of observations and experiences and information obtained in investigation work also participate in debates for contrasting previous ideas with the result of observations and experiences and with the information obtained in researching works
- To write explanations or expose conclusions that imply searching, selecting and organizing texts of geographical, social or historical nature.
- To enumerate and name the three main climatic zones of Europe, describing their nature and main characteristics.
- To recognize and explain the relation between the climate and the living things existing in different zones of the planet.
- To compare the different landscapes of Spain and Europe, describing the main elements that characterize them, their similarities and differences and valuating their diversity.

Music (6th grade)

- To identify music styles and give the reasons for that.

Religion (6th grade)

- To be able to explain what Jesus thought us.

3.5.8. EVALUATION OF TEACHING PRACTICE

CRITERIA	GRADE (from 1 to 5)
Motivation of the students	
Results achieved (English)	
Results achieved (sciences)	
Results achieved (arts)	
Results achieved (religion)	
Adequacy to CLIL methodology	
Adequacy of the resource (the film) to the children	

Table No. 3. Evaluation of the teaching practice

3.5.9. PRACTICAL APPLICATION AND ANALYSIS OF THE RESULTS

This project could have not been fully applied so its viability and adequacy could not be proved. However, I was able to develop two of the activities, one for the 2nd graders and one for the 6th graders, during the Master's internship period in the school Colegio Virgen Mediadora (Las Dominicas), in November and December of 2015.

The activities that I picked up to be developed during the internship were the Olaf made up of clay and the activity of comparing the scene of the movie with the climate in Europe. They were done in the classroom of 2nd grade and 6th grade respectively (for matters of time). For this activity I have picked up the classes with better behavior in the grade in both cases.

Even the fact that the practical application was limited and I could not obtain significant results for evaluating this project, I am going to comment the results of the two activities I have done.

The first activity I developed was the Olaf made up of clay in the classroom of 2nd grade in the month of November, as the children developed the activity without any kind of problem.

The other activity I developed was in 6th grade during the first week of December. The activity was developed as good as it was planned and the students participate on it. They mentioned that they liked the activity but also that they would have liked to watch it entirely. The problem was that we did not have time to do it.

The activities I developed went correctly, they were done in time and the students did not have any problem.

In the case of the climates activity, the fragment was presented in English with subtitles in the same language, and in the case of the Olaf made of clay activity, I decided to project a picture of the movie instead of a fragment due to the fact that I wanted the children to focus on Olaf's physical appearance.

I did not find many difficulties in the development of the activities, as they were perfectly adequate to the level of the students and the groups were very homogeneous. In fact, even the students who have not seen the movie found it interesting. One point is that, on the first activity, the students who have not seen the movie did not grasp that the climate was oceanic.

There was a little scaffolding in the case of the activity of 6th grade: it was the fact that I have already explained the climates in the same session so it was easy for them to remember. In the case of the 2nd grade activity (it had to be applied in 2nd grade due to timing issues). I developed a kind of a brainstorming for checking if they know the whole vocabulary and I think it was enough scaffolding.

I started the activities from the premise of showing the movie to the children. Mostly all of them have already seen the film and the ones who does not (a few of them) did not mind to do the activity, in fact they seemed interested, at least, in acquiring the knowledge.

During the development of the activity I could perceive that the movie was motivating for the children. In fact, they were surprised about the fact of watching the film *Frozen*, but more surprised about the fact that we worked only with one scene rather than watching the whole movie. Both old students and young students were motivated at the same time.

The motivation of the student was constant during the whole activity, especially in the youngest state. The older ones had a good attitude towards it, they participate until the end of the activity. The participation was high, even for them been a group that did not tend to participate.

In matters of learning results I must say that in the climates activity the students learnt to differentiate the different climates that exist in Europe and, on the other one, the results were seen through the clay models that the students developed (*see figure 3*).

I was not able to see in deep the advances developed in the English learning due to the fact that they were only two activities and they were done in two different classes, but I must admit that, in the first case, the children acquired the content (which was the name of the climates and their characteristics in English), and, in the second case, the students acquired the content and followed the instructions.

After developing the experience, I must admit that the fragments were very adequate to the students' level of comprehension. I must also add that, from my experience, in the case of long movies such as this one, it is more advisable to put a fragment of it rather than the whole movie, with the exception of short films. In matter of subtitles, I must admit that I made the experience with this movie and with a show during my internship and I have come to the conclusion that the best thing is using subtitles in English rather than using the film without them. In earlier levels, as I have seen in the internship, it is better to use Spanish subtitles.

It is Interesting to remark that in the activities; the film fragments were used with different objectives. On the one hand, in the activity of the climates, the fragment was used as a way to develop an activity in which the students must apply their previous knowledge. On the other hand, on the activity of the clay model, the scene is more a motivating element that introduces the visual model that children are going to make up using clay.

In my opinion, the use of the film contributed to motivate the students. In fact, I think that If I had not used the film the student would have been less motivated. For example, in the activity of the clay if instead of making an Olaf out of clay I had said only making a snowman of clay, probably the students would have paid less attention to me. In the case of the activity of the climates if I had not use the movie probably the students would be less participative: I must remark again that the students participate more than they used to.

4 CONCLUSIONS

Through this Master Thesis I have developed a proposal to prove that animated films—and Disney films in particular- are especially suitable for teaching children in the CLIL classroom.

According to researchers the use of films in the classroom can be a motivational tool and as a resource for teaching and learning several subjects (among them, English). Films can be used in several ways in the classroom, for example, as I show on the proposal, as an introductory element, as a motivational resource, as a content itself (in the colloquium for example).

Several researchers also talk about the methodology of CLIL, which consists on using the language as a tool for working both language and content within a culture to develop what they call “the 4 Cs”: content, cognition, communication and culture.

There are authors who have researched about film in education, but not many authors have written about the CLIL applications of films, so with this work I have come to the conclusion that films can be used for teaching both content and language, and by then, they can be used for working within CLIL methodology.

I developed a proposal for CLIL based on a children film, which is *Frozen*. Through the proposal, that has adjusted to the CLIL principles, I have shown different didactic possibilities of a film as a didactic resource, in order to acquire several contents from several subjects.

The proposal could not have been implemented completely, which means the hypotheses could have not been proved completely. The two activities I have prepared seem to mean that the film is adequate to work in CLIL classroom in elementary education.

The main conclusion that I have come up with after developing this Master Thesis is that, first of all, films can be used as a tool to develop activities in several subjects, and, obviously, they can be used within a CLIL methodology for developing the acquisition of both content and language it can also help to improve the competence in several subjects (English language, culture, cognitive abilities) and to develop the 4 Cs of CLIL besides that, it has helped the students to foster their motivation in several subjects.

Finally, I must say children's films (especially Disney films, but all of them if they are motivating and appropriated to the age) can be used as a tool for learning English and many other subjects. The use of film in CLIL methodology is a practice that could be more used than and it should be more implemented.

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